

Inspection of Cheeky Monkeys Colchester

William Harris Way, Colchester, Essex CO2 8WJ

Inspection date: 13 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children and babies settle well and demonstrate that they feel safe, happy and emotionally secure. They form close bonds with their key person, other staff and each other. Staff provide each child and parent with a warm and enthusiastic welcome. They respond quickly when children become tired or upset. Babies really enjoy the cuddles and reassurance, which successfully boosts their confidence and self-esteem.

Children and babies are enthusiastic learners who persevere as they engage in interesting activities. They work with staff to measure items in the construction area. Children explore volume and capacity when experimenting with sand and water. They use their imagination as they use high-quality resources in role-play scenarios. Older children demonstrate an increasing awareness of simple mathematical concepts and recognise numbers and shapes. They concentrate as they explore different painting techniques and learn about famous artists.

Children adopt healthy and safe lifestyles. Staff teach children to consider risks and use equipment safely. Children learn about responsible behaviour. They are encouraged to use good manners and take care of the books and toys. Children take part in activities to learn about diversity and mark events in the cultural and religious calendars.

What does the early years setting do well and what does it need to do better?

- The new nursery owners, manager and staff have developed a strong team spirit. They have all worked extremely hard to address the weaknesses identified at the previous inspection. They are all highly motivated and show a strong desire to continue to improve.
- Staff are well supported in their professional development. There has been an impressive training programme to ensure that staff raise the quality of teaching and their understanding of child development. All staff hold first-aid qualifications and know how to deal with emergency situations.
- Since the last inspection, the nursery premises have been extensively renovated. Staff have created bright, clean playrooms with good-quality resources to inspire children to learn new things. Although there are plans to improve the garden, staff do not yet consistently provide a wide range of exciting experiences, particularly for those children who enjoy playing and learning outdoors.
- Staff know each child in their care well. They understand what their individual interests, talents and developmental needs are. Staff make regular assessments of children's achievements. This information is used well to plan further activities that build on what children already know and can do. Effective support is put in place for children in receipt of additional funding to extend their communication

and language skills.

- Staff help children to acquire the skills they need for future learning. For example, children look at books for pleasure and listen attentively to stories. They use puppets and props imaginatively to re-enact well-known stories and rhymes. The books and props are readily available for children to take home to share with their parents.
- Staff support children's developing communication skills well. Children speak confidently with staff, visitors and each other. They are given time to think, talk about what they are doing and learn how to solve problems. However, on occasions, staff do not make the most of every opportunity to challenge and extend children's learning in order to help them achieve at the highest level.
- All children enjoy making independent choices. They select their resources, pour their own drinks and serve their food. Children learn to put on their own coats and shoes. They think about what they need to wear for different weather conditions before going outside to play.
- Partnerships with parents are friendly and supportive. Parents have regular opportunities to discuss their children's progress. They are also given guidance about how to support their children's learning at home.
- Partnerships with local schools are well established. This supports children in their move to their next learning environment. The manager also liaises with other professionals and outside agencies. This helps her to take appropriate action, supporting children and families when the need arises.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safe recruitment procedures and ensures that staff complete the essential background checks to make certain that they are suitable to work with children. There are robust induction procedures in place for new staff. Staff know the signs that indicate children may be at risk of harm or abuse, including being influenced by extremist views. Staff complete regular training to deepen their knowledge of safeguarding issues. The manager makes good use of staff meetings to further strengthen staff's understanding of child protection procedures. Staff carry out frequent risk assessments, ensuring that the premises remain safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- implement the plans to enhance the range of opportunities and experiences available to support those children who prefer to play and learn outdoors
- make the most of all opportunities that arise to extend and challenge children's learning at the highest level.

Setting details

Unique reference number	EY425653
Local authority	Essex
Inspection number	10113888
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	66
Number of children on roll	56
Name of registered person	The Childcare Personnel Company Limited
Registered person unique reference number	RP528213
Telephone number	01206 574402
Date of previous inspection	12 June 2019

Information about this early years setting

Cheeky Monkeys Colchester registered in 2011. It is one of three settings run by the same limited company. The nursery employs 17 members of childcare staff. Of these, two staff hold an early years degree at level 6, 13 staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The nursery also employs a cook and a cleaner. It opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 7pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pat Champion

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- The inspector held discussions with the nominated individual, manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff's suitability and training.
- The inspector took account of the views of parents spoken to on the day of inspection and from their written responses to surveys organised by the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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